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January 1998



Social Studies 33

Grade 12 Diploma Examination

Alberta
EDUCATION

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January 1998
Social Studies 33
Grade 12 Diploma Examination

Description

On this examination you will complete:

- 60 multiple-choice questions each worth one mark, for a total of 60% of the exam mark
- 4 writing assignments each worth 10 marks, for a total of 40% of the exam mark

Each writing assignment will be evaluated according to these criteria:

- Ideas and Support
- Communication of Ideas

Time: 2 1/2 hours

You may take an additional 1/2 hour to complete the examination.

Instructions for Completing the Multiple-Choice Questions

- Use an HB pencil.
- Mark all your answers on the separate answer sheet provided.

Example

The currency used in Canada is the

- A. peso
- B. mark
- C. dollar
- D. pound

Answer Sheet

(A) (B) (C) (D)

- Erase your first mark completely if you wish to change an answer.
- Do not fold the answer sheet.


Instructions for Completing the Writing Assignments

- Before each writing assignment, there are related multiple-choice questions and source material that may assist you in completing the writing assignments.
- You should read each writing assignment **before** you complete the related questions.
- Use blue or black ink to write the final copy of each assignment

Additional Instructions for Students Using Word Processors

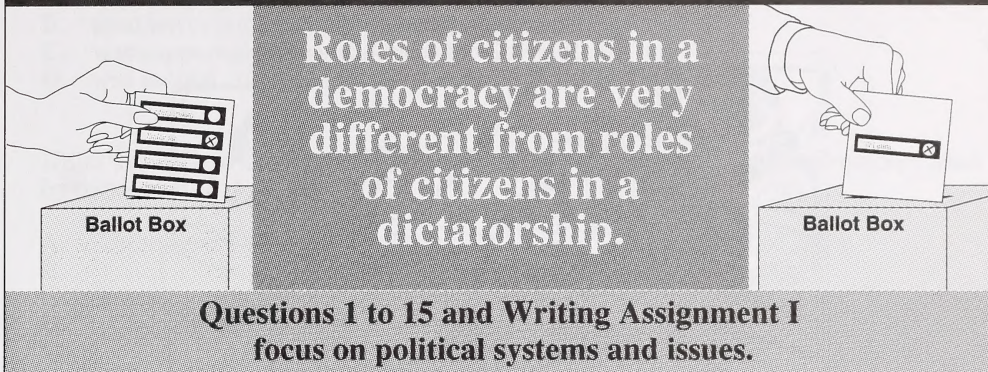
- Format your work using a 12-point or larger serif font such as Times or New York. Double-space your final copy.
- Staple your final work to the first page provided for finished work after each writing assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.



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Section One: Political Systems



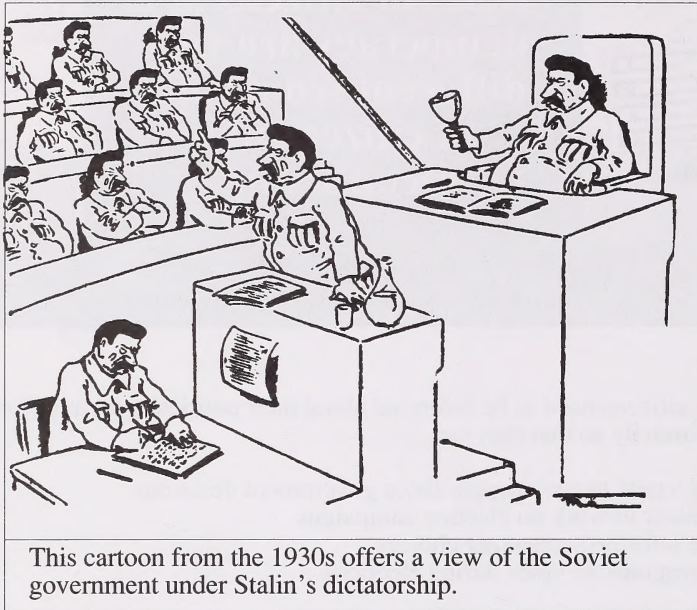
1. Canadian citizens need to be informed about their political system and current political issues **primarily** so that they can
 - A. write letters to newspapers about government decisions
 - B. volunteer to work on election campaigns
 - C. make informed consumer choices
 - D. cast responsible votes during elections

2. Which of the following types of involvement in the political process is **most** readily available to Canadian teenagers?
 - A. Discussing issues with the federal cabinet
 - B. Participating in the debates of the federal parliament
 - C. Publicly protesting government actions and decisions
 - D. Receiving an appointment to a parliamentary commission

3. Adolf Hitler became chancellor of Germany in 1933 by promising to
 - A. expand civil rights
 - B. reduce economic hardships
 - C. nationalize private industries
 - D. restore democratic government

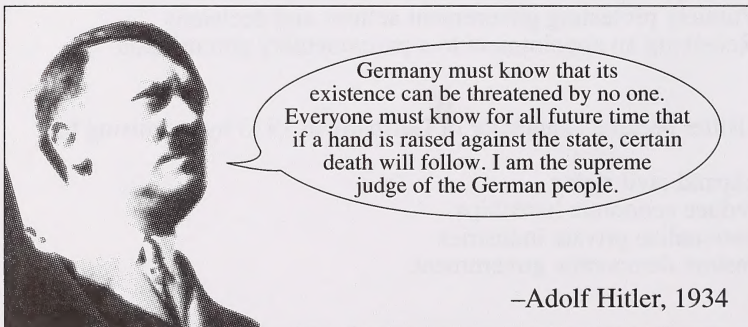
Use the following sources to answer questions 4 to 6.

Source I



—from *What is Evidence?*

Source II

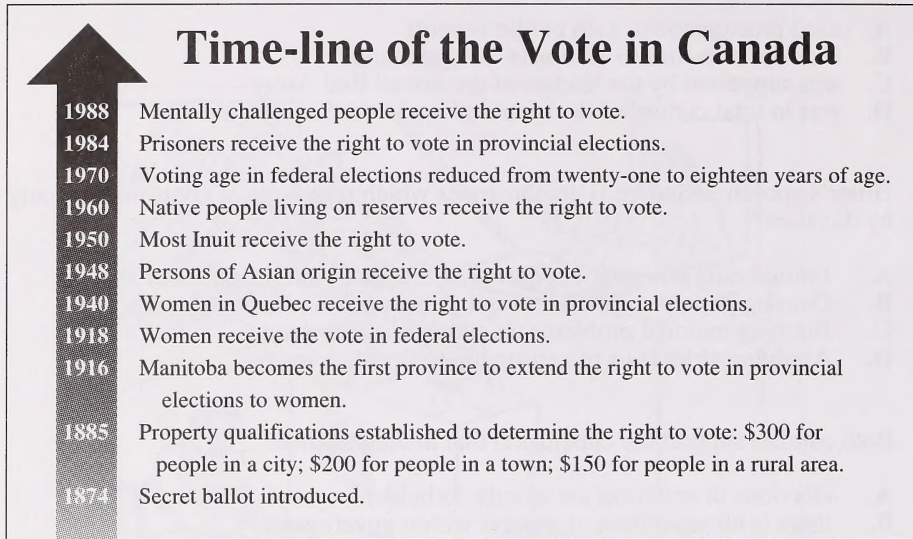


—Adolf Hitler, 1934

—from *Twentieth Century Speeches*

4. The cartoon in Source I suggests that Josef Stalin
- A. used propaganda to gain public support
 - B. used terror tactics to eliminate his opponents
 - C. was supported by the leaders of the Soviet Red Army
 - D. was in total control of decision making in the Soviet Union
5. Hitler's speech in Source II demonstrates which technique of control commonly used by dictators?
- A. Intimidating potential opponents of the state with the threat of force
 - B. Gaining popular support through propaganda and indoctrination
 - C. Blaming national problems on ethnic minority groups
 - D. Applying strict laws of censorship to the mass media
6. Both sources support the conclusion that in dictatorships
- A. elections in any form are strictly forbidden
 - B. there is no separation of powers within government
 - C. national goals are more important than the leaders' goals
 - D. an unpopular leader may be overthrown by an organized opposition
-
7. Which of the following characteristics of lobby groups could be considered a threat to democracy?
- A. Lobbyists tend to represent the views of powerful minorities.
 - B. Lobby groups increase politicians' awareness of specific issues.
 - C. Lobbyists often act as a check on unrestrained government power.
 - D. Lobby groups allow individuals an opportunity for political participation.

Use the following time-line to answer question 8.



8. This time-line indicates that over a period of 114 years, Canadian democracy
- A. became less able to function smoothly because of ethnic differences
 - B. faced many international crises that affected national political affairs
 - C. increased the level of regulation and control of the daily lives of average citizens
 - D. removed many barriers that prevented citizens from participating in the democratic process
-
9. The phrase "a set of ideas and beliefs that forms the basis of a political or economic system" **best** defines the term
- A. nationalism
 - B. democracy
 - C. socialism
 - D. ideology

Use the following poster to answer question 10.

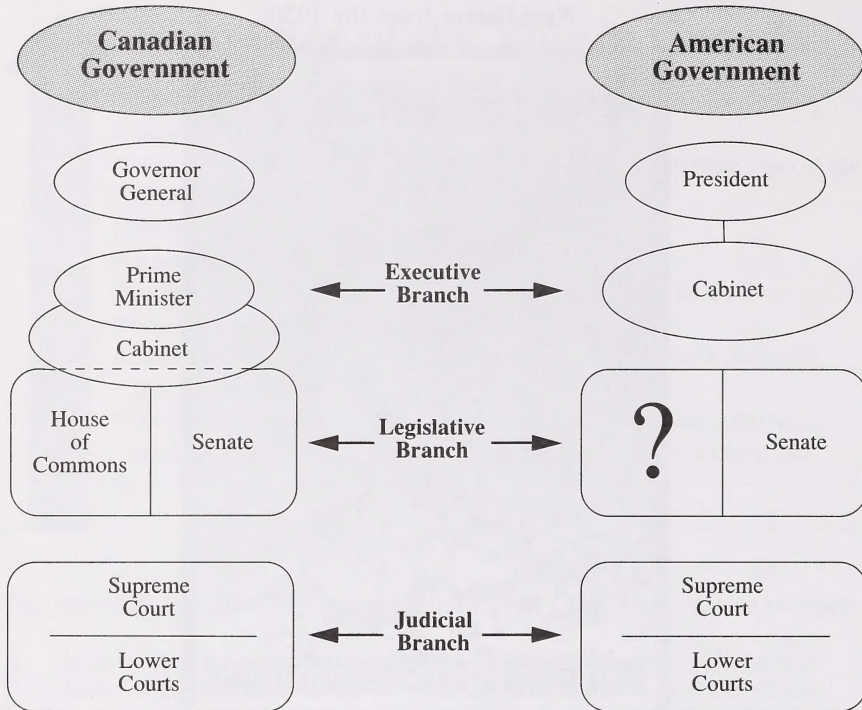
Nazi Poster from the 1930s



—from *The Rise and Fall of the Third Reich*

10. The technique used by Hitler to maintain political control that this poster illustrates is
- A. the use of indoctrination
 - B. intimidation through terror
 - C. scapegoating minority groups
 - D. promoting communist ideology
-
11. Canadian Supreme Court justices are appointed rather than elected to ensure that they
- A. are unable to strike down any laws passed by parliament
 - B. are independent of control by elected politicians
 - C. serve the goals of special interest groups
 - D. represent the wishes of the ruling elite

Use the following diagram to answer questions 12 and 13.



12. Which phrase would complete the side of the diagram showing the American Government?
- National Assembly
 - House of Commons
 - Legislative Assembly
 - House of Representatives
13. For which of the following research assignments would this diagram be **most** useful?
- Compare two types of democracy
 - Contrast democracy and dictatorship
 - Explain the underlying beliefs of democracy
 - Outline the advantages of democratic political systems

Use the following quotation to answer question 14.

The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference, and undernourishment.

—from *Bartlett's Familiar Quotations*

14. The author of this quotation believes that the **most serious** threat to democracy comes from a
- A. crisis threatening international peace
 - B. sudden and violent political revolution
 - C. lack of public interest and involvement
 - D. political movement controlled by a dictator
-
15. In the 1970s, the Communist Party justified its existence as the only political party in the Soviet Union by arguing that
- A. since all Soviet citizens were members of the same class, only one party was needed to represent their opinions
 - B. because of a lack of popular support for its programs, strict control by one party was necessary
 - C. since all political decisions were made at the local level, there was little need for competition between parties
 - D. because party members belonged to a superior race, only they were qualified to make political decisions for the Soviet state

The following opinion survey asks some questions related to citizen participation in the political process to help focus your thoughts on Writing Assignment I on page 9.

What do you think?

	YES	NO	UNDECIDED
1. Should the voting age be lowered to encourage more young people to participate in the democratic process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Should governments ask the public for input when creating new laws and making major decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Should citizens have the right to publicly protest government actions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Should a small elite group of leaders decide the laws of a nation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Should national referendums be held to decide all major issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Should the news media be owned and controlled by the government?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Should the opportunity to run for elected office be available to all citizens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The opinion survey on page 8 asks some questions related to citizen participation in the political process.

How can citizens best participate in the political process?

Write a composition in which you

- **identify and explain** your views on this question
- **give reasons** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section One and the survey on page 8 may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your finished work.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

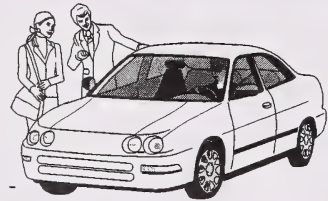
For Finished Work

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*You have completed Section One of the examination.
Please proceed to Section Two.*

Section Two: Economic Systems



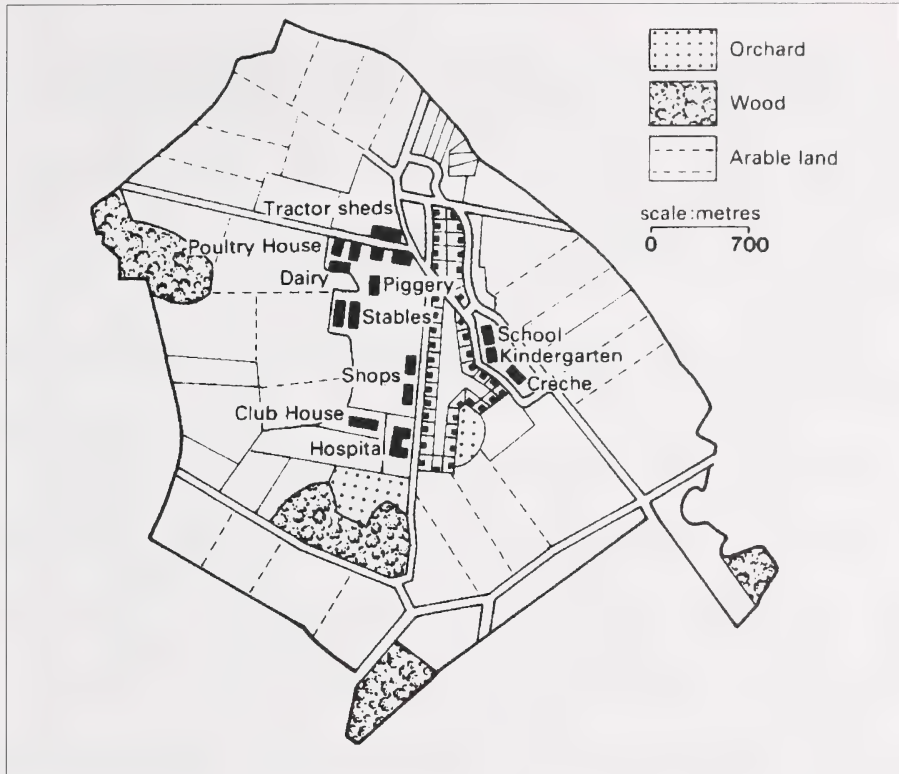
People make
economic decisions every
day of their lives.



Questions 16 to 30 and Writing Assignment II
focus on economic systems and issues.

16. Which of the following statements accurately describes one aspect of **most** economic systems in the world today?
- A. Economic decisions made by one country often affect the economic decisions of other countries.
 - B. Most economies place little emphasis on the importance of international trade and competitiveness.
 - C. Economic decisions are made with little concern for matters such as environmental destruction.
 - D. Most economies emphasize resource extraction rather than the development of high technology industries.
17. What Lenin's New Economic Policy, Roosevelt's New Deal, and Gorbachev's perestroika have in common is that all were introduced
- A. during wartime
 - B. to promote capitalist ideals
 - C. to revive failing economies
 - D. during a time of political stability

Use the following map of a collective farm to answer questions 18 and 19.



18. This map represents a major characteristic of agricultural production in
- A. Germany in the 1930s
 - B. Canada in the 1940s
 - C. the Soviet Union in the 1950s
 - D. the United States in the 1960s
19. Workers on collective farms, such as the one shown above, were expected to be motivated by the goal of
- A. fulfilling business objectives
 - B. serving the common good
 - C. achieving personal wealth
 - D. promoting national pride

Use the following article to answer questions 20 and 21.

The rich are richer and the poor are poorer. And the middle class is stagnating. U.S. figures . . . show the richest one per cent of the U.S. population—an estimated 2.5 million people—reaped 60 per cent of the country's real gain in income from 1977 to 1989.

[These] figures also showed the number of people below the poverty line grew from 11.7 per cent of the population in 1979 to 12.8 per cent in 1990, after hitting a high of 15.2 per cent in 1983.

[The data] shows the average income of a family of four in the richest one per cent of the country grew in a dozen years from \$310,000 a year to \$560,000, or a 77 per cent gain.

At the same time, the average middle-class family saw its income rise by only about four per cent to \$36,000 a year, while families in the lower 40 per cent of the income range saw their real income drop.

—from *The Daily Herald-Tribune*

20. Which of the following opinions does the information in this article **most** support?
- A. Greater economic equality is needed in the United States.
 - B. The United States should maintain its traditional economic values.
 - C. There is not enough economic freedom in the American economy.
 - D. Too much government interference has reduced American earning power.
21. Under the communist system in the Soviet Union, the problem described in the article was avoided because the
- A. profits were used to reduce disparity among classes
 - B. government controlled the incomes of almost all citizens
 - C. workers could take higher-paying jobs if they wished to do so
 - D. rich were encouraged to support the poor through government charities
-
22. High interest rates are set by the Bank of Canada to
- A. lower inflation by slowing economic growth
 - B. increase exports by raising the value of the Canadian dollar
 - C. improve employment opportunities by encouraging business expansion
 - D. reduce government debt payments by increasing the profits of chartered banks

23. Which of the following statements describes a goal typical of centrally planned economies?
- A. Citizens should be free to own and operate their own businesses.
 - B. Economic security should be emphasized over selfish individual goals.
 - C. Consumers should have the greatest possible choice of goods and services.
 - D. Profits should provide individuals with an incentive to start up new businesses.
24. Increasing foreign competition has forced many Canadian businesses to
- A. pay higher wages to attract skilled workers
 - B. focus on producing goods for Canadians only
 - C. reduce the costs of producing goods and supplying services
 - D. ask the federal government to nationalize manufacturing industries
25. In which of the following countries does the government attempt to encourage greater economic equality through progressive taxation and extensive social programs?
- A. The United States
 - B. Sweden
 - C. Russia
 - D. Cuba
26. During the Great Depression of the 1930s, the United States government under President Franklin Roosevelt attempted to stimulate economic recovery by
- A. reducing benefit payments to the unemployed
 - B. nationalizing the petroleum industry
 - C. creating public works programs
 - D. privatizing health-care services
27. Strong public and corporate opposition prevented the implementation of a universal, publicly funded health-care system in
- A. the Soviet Union of the 1930s
 - B. Sweden in the 1950s
 - C. Canada in the 1960s
 - D. the United States in the 1990s

Use the following sources to answer questions 28 to 30 and to complete Writing Assignment II on page 18.

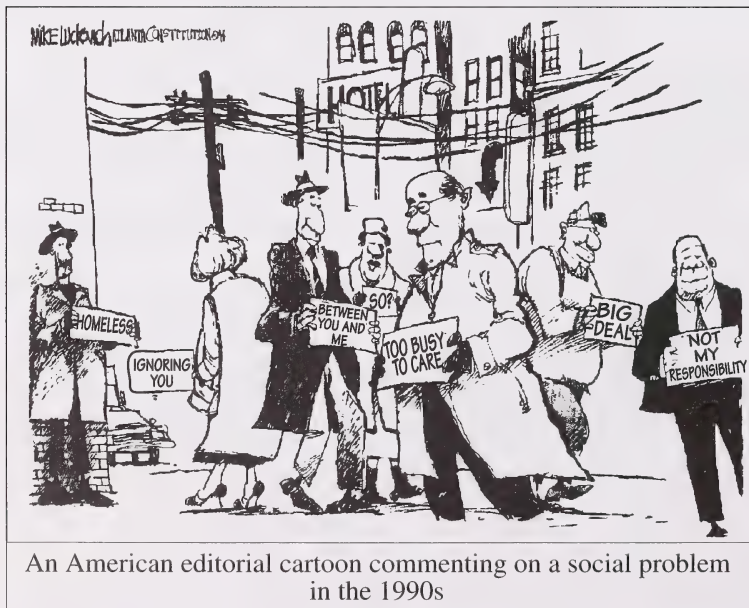
Source I



An American billboard (about 1936), used in a national campaign intended to help businesses out of the Depression

—from *World Powers in the 20th Century*

Source II



An American editorial cartoon commenting on a social problem in the 1990s

—from *Best Editorial Cartoons, 1995*

28. The cartoonist of Source II is criticizing modern American society for emphasizing
- A. public service rather than self-fulfillment
 - B. individualism rather than cooperation
 - C. compassion rather than self-reliance
 - D. equality rather than freedom
29. Taken together, these sources suggest that the American economy has
- A. reduced its dependency on foreign trade and investment
 - B. created both hardship and prosperity for people
 - C. borrowed ideas from other economic systems
 - D. eliminated most social problems
30. The social attitudes toward the homeless illustrated in the cartoon (Source II) are **most closely** associated with problems that can occur in an economy based on the principles of
- A. corporate fascism
 - B. Marxist communism
 - C. democratic socialism
 - D. laissez-faire capitalism

What do the photograph and cartoon communicate to you about the strengths and weaknesses of a capitalist economy?

Write a composition in which you

- **identify and explain** the main idea(s) communicated by the photograph and cartoon
- **support** your explanation by referring to details in the photograph and cartoon and/or to your understanding of social studies

Reminders for Writing

- **Remember** that the questions in Section Two may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your finished work.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

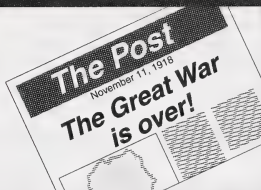
For Finished Work

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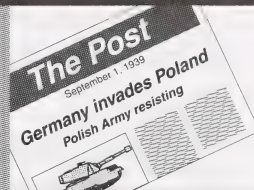
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*You have completed Section Two of the examination.
Please proceed to Section Three.*

Section Three: The Interaction of Nations (1919 to 1945)



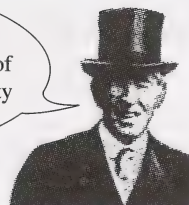
Within a generation
of the end of the First
World War, the Second
World War began.



Questions 31 to 40 and Writing Assignment III
focus on the period between 1919 and 1945.

Use the following quotation to answer question 31.

A general association
of nations must be formed...for
the purpose of affording mutual guarantees of
political independence and territorial integrity
to great and small states alike.



—Woodrow Wilson, United States President,
January 1918

—from *Bartlett's Familiar Quotations*

31. In the above quotation, Woodrow Wilson was calling for
- A. a united allied front to negotiate with Nazi Germany
 - B. a multi-nation peace conference to conclude the First World War
 - C. the creation of a League of Nations to provide collective security
 - D. the creation of the NATO alliance to offset communist expansion
-
32. Which of the following provisions of the Treaty of Versailles **best** reflected the principle of national self-determination for ethnic groups?
- A. Germany was forbidden to have an air force or submarine fleet.
 - B. The victors in the First World War received reparation payments.
 - C. Yugoslavia, Poland, and Czechoslovakia became independent countries.
 - D. Signing nations automatically became members of the League of Nations.

33. Which nation constructed the Maginot Line fortress system between 1919 and 1939 as a way to prevent another invasion by Germany?
- A. France
 - B. Poland
 - C. Belgium
 - D. Czechoslovakia
34. Which of the following major challenges to international security occurred **before** the Second World War?
- A. The United States sent troops to Vietnam
 - B. North Korea attacked South Korea
 - C. Japan bombed Pearl Harbor
 - D. Japan invaded Manchuria

Use the following newspaper article to answer questions 35 to 37.

Chamberlain “peace with honour”

1938 British prime minister Neville Chamberlain returned from the crisis conference in Munich tonight and told cheering crowds at the airport “I believe it is peace for our time.” Chamberlain and French premier Edouard Daladier flew to Munich to meet Germany’s Adolf Hitler and Italian premier Benito Mussolini to find a solution to the Czechoslovakian crisis. Hitler had demanded immediate German occupation of German-speaking Sudetenland in western Czechoslovakia following a series of staged riots. France is treaty-bound to defend Czechoslovakia, but Daladier, under pressure from Chamberlain, agreed to the German occupation, and Chamberlain agreed to withdraw British support for the Czechs in return for Hitler’s promise that this would be his last bid for more territory. Tonight Chamberlain called the agreement “peace with honour”. The Czechs are calling it treachery.



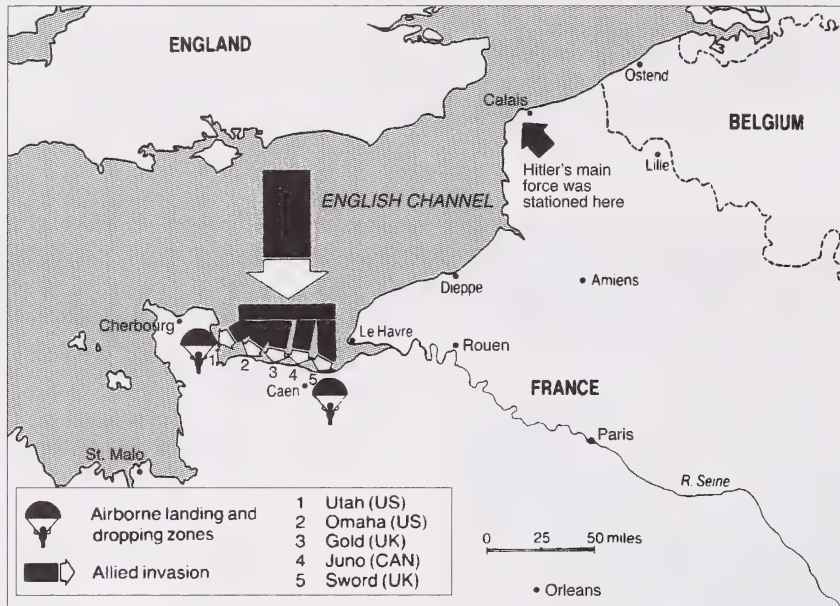
—from *On This Day*

35. The above article focuses on efforts made by Nazi Germany to
- A. create a military alliance with nations of Central Europe
 - B. halt the spread of Soviet power in Eastern Europe
 - C. rebuild its national armed forces
 - D. expand its territorial holdings

36. The diplomatic actions of Neville Chamberlain described in the article demonstrate his support for
- A. isolationism
 - B. containment
 - C. appeasement
 - D. brinkmanship
37. This article indicates that the actions of Great Britain were condemned by the
- A. Prime Minister of France
 - B. general British population
 - C. Nazi government in Germany
 - D. national government of Czechoslovakia
-
38. Immediately before the Second World War, the Soviet Union attempted to preserve its security and to gain territory by
- A. pledging to reduce the size of its armed forces
 - B. signing a non-aggression pact with Nazi Germany
 - C. announcing the successful testing of an atomic bomb
 - D. entering into a military alliance with Japan and China

39. The **immediate** result of the Japanese attack on the naval base at Pearl Harbor in 1941 was the
- A. United States' entry into the Second World War on the Allied side
 - B. inclusion of Japan in the Axis Alliance with Italy and Germany
 - C. withdrawal of British military forces from Eastern Asia
 - D. United States' bombing of Hiroshima and Nagasaki

Use the following map to answer question 40.



*—from *The World This Century: Working with Evidence**

40. Which important event of the Second World War is illustrated by this map?
- A. Germany's invasion of Western Europe, 1940
 - B. The Battle of Britain, 1940
 - C. The D-Day Invasion, 1944
 - D. The defeat of Nazi Germany, 1945

What methods did nations use to maintain peace following the First World War?

Write a composition in which you

- **identify and explain** some of the methods nations used to maintain peace
- **give examples** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Three may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Use blue or black ink** for your finished work.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

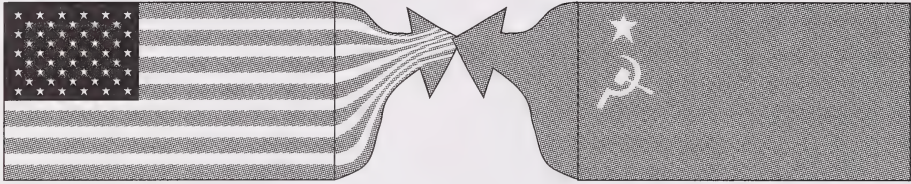
For Finished Work

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*You have completed Section Three of the examination.
Please proceed to Section Four.*

Section Four: The Cold War

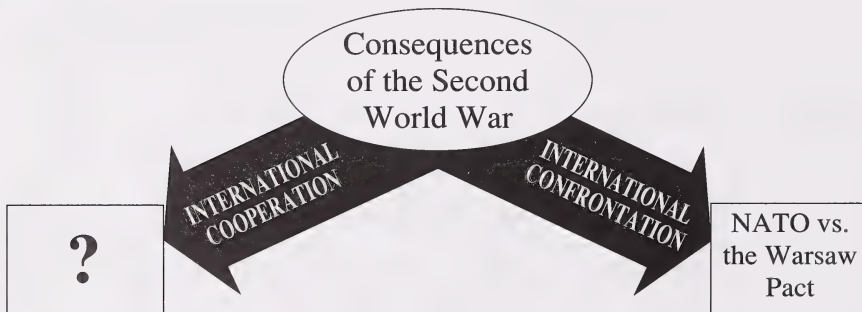


The Cold War was a period of superpower conflict.

Questions 41 to 50 focus on the Cold War period.

41. Which four nations divided and occupied Germany immediately following the Second World War?
- A. Canada, France, Italy, Great Britain
 - B. The Soviet Union, Canada, France, the United States
 - C. Great Britain, Japan, the Soviet Union, the United States
 - D. The United States, France, Great Britain, the Soviet Union

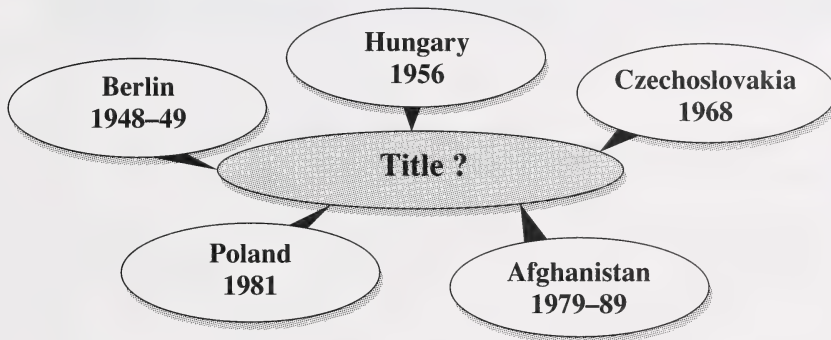
Use the following diagram to answer question 42.



42. Which of the following phrases completes this diagram?
- A. United Nations
 - B. Domino theory
 - C. Berlin Blockade
 - D. Nuclear deterrence

43. From a Soviet perspective, financial aid provided to Europe through the Marshall Plan was an effort by the United States to
- A. expand its sphere of influence
 - B. start an arms race with Soviet bloc nations
 - C. return to a prewar foreign policy of isolationism
 - D. undermine the effectiveness of the United Nations
44. The longest-running Cold War issue between the Soviet Union and the United States was the
- A. Soviet military presence in Afghanistan
 - B. American military presence in Central America
 - C. Soviet–American conventional and nuclear arms race
 - D. American and Soviet boycotts of the Olympic games

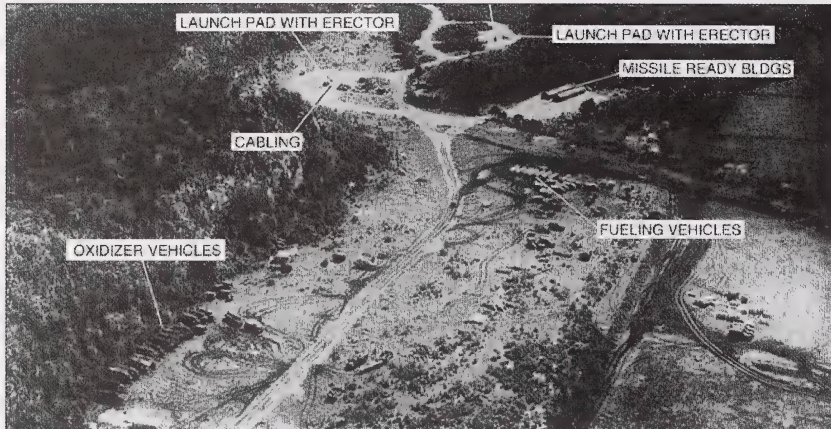
Use the following diagram to answer question 45.



45. Which of the following titles completes this diagram?
- A. UN Peacekeepers Enforce Ceasefire Agreements
 - B. Conflicts Involving Limited Use of Nuclear Weapons
 - C. Confrontations Between Anti-Soviet and Pro-Soviet Forces
 - D. The Cold War Ends: Communism Collapses in Eastern Europe

Use the following sources to answer questions 46 to 48.

Source I



Aerial photograph showing a Soviet missile site in Cuba in 1962

—from *The Modern World 1914–80*

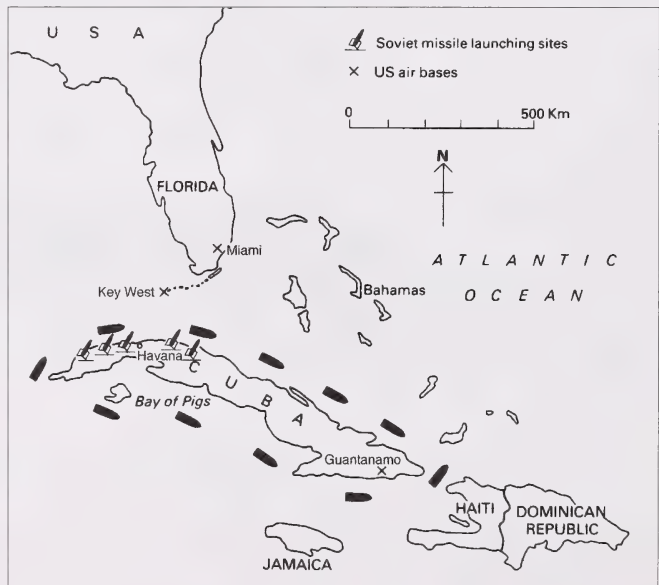
Source II

It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union. I call upon Chairman Krushchev to halt... this clandestine, reckless, and provocative threat to world peace and to stable relations between our two nations.... He has an opportunity now to move the world back from the abyss of destruction.

—President Kennedy

—from *A Source Book of Modern History*

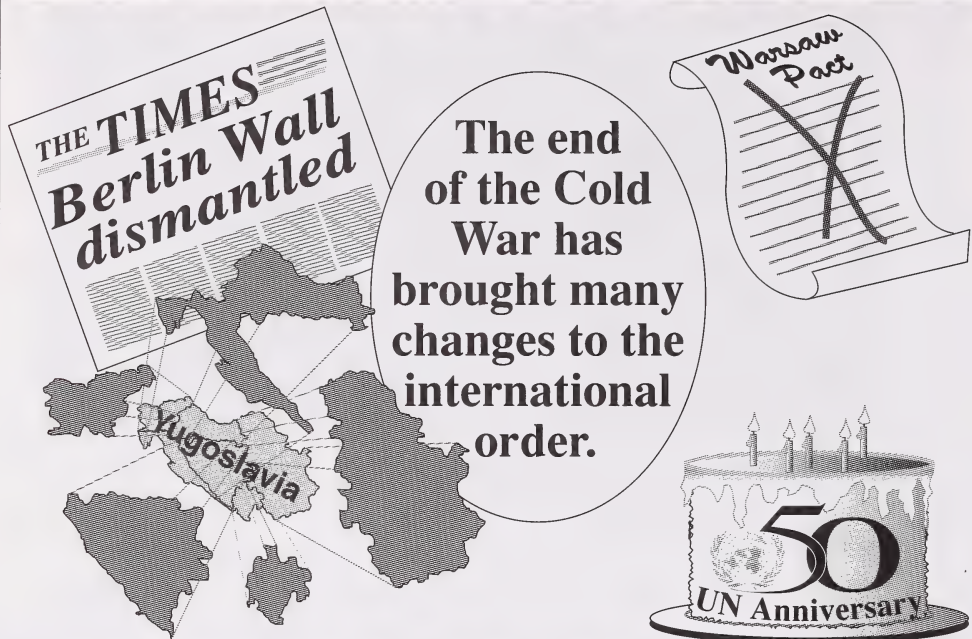
Source III



—from *The Modern World Since 1870*

46. Which American policy does the speech in Source II demonstrate?
- A. Isolationism
 - B. Containment
 - C. Appeasement
 - D. Brinkmanship
47. The map in Source III indicates the
- A. location of Soviet submarine forces in the Caribbean Sea
 - B. extent of the American naval blockade of Cuba
 - C. striking range of Soviet missiles based in Cuba
 - D. nuclear capabilities of the American navy
48. Taken together, the three sources suggest that during the Cold War both superpowers attempted to
- A. increase the power and role of the United Nations
 - B. maintain clearly defined spheres of influence
 - C. reduce their stockpiles of nuclear weapons
 - D. eliminate the need for military alliances
-
49. In the 1960s and the 1970s, the fear that communist expansion would topple Asian nations like dominos led to direct American military involvement in
- A. Japan
 - B. Korea
 - C. Vietnam
 - D. Afghanistan
50. During the Cold War, Canada was both a military and ideological opponent of
- A. Italy
 - B. France
 - C. the United States
 - D. the Soviet Union

Section Five: The Contemporary World



Questions 51 to 60 and Writing Assignment IV focus on issues of peace and security in the contemporary era.

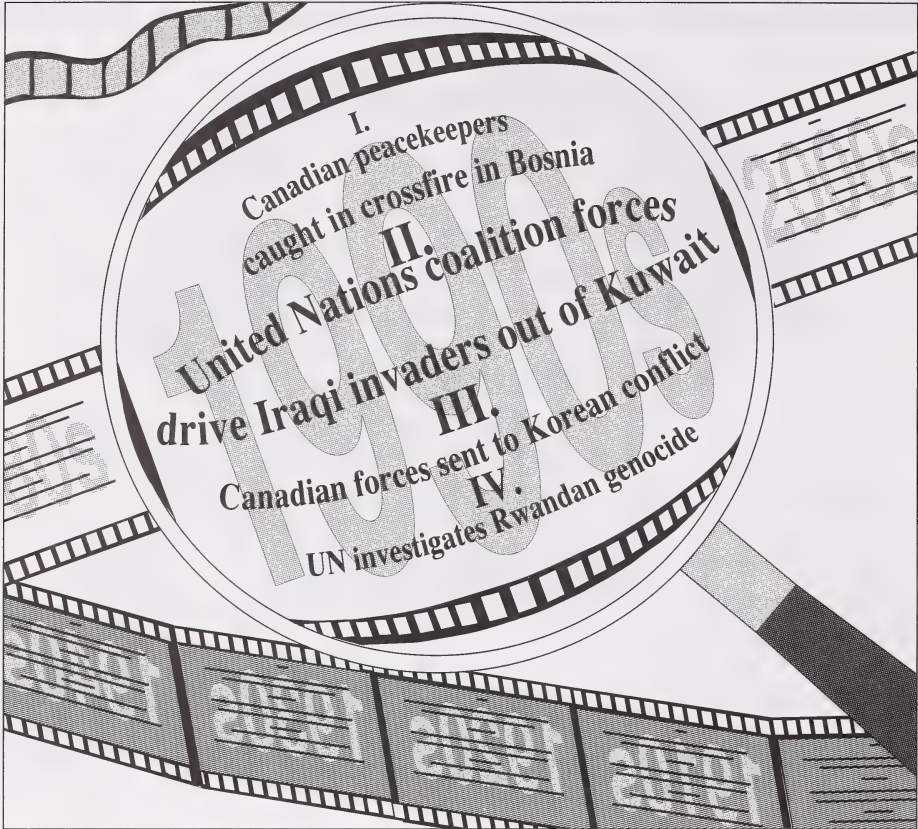
51. The upheavals in the communist world since 1989 led to a major redrawing of international boundaries in
- A. Central America
 - B. Eastern Europe
 - C. South America
 - D. North Africa
52. The United Nations was created **mainly** to
- A. deter the use of nuclear arms
 - B. send relief for world disasters
 - C. provide aid for regional poverty
 - D. propose solutions to global conflicts

Use the following illustration to answer question 53.



53. A person wearing this T-shirt is showing support for the goals of
- A. Greenpeace
 - B. Amnesty International
 - C. the World Trade Organization
 - D. the World Health Organization
-
54. Woodrow Wilson's ideas about self-determination for distinct national groups could be used by a person who supports
- A. Quebec achieving sovereignty from Canada
 - B. the United States taking over Cuba
 - C. Canada withdrawing from the United Nations
 - D. the Maritime provinces joining the United States

Use the following illustration to answer question 55.

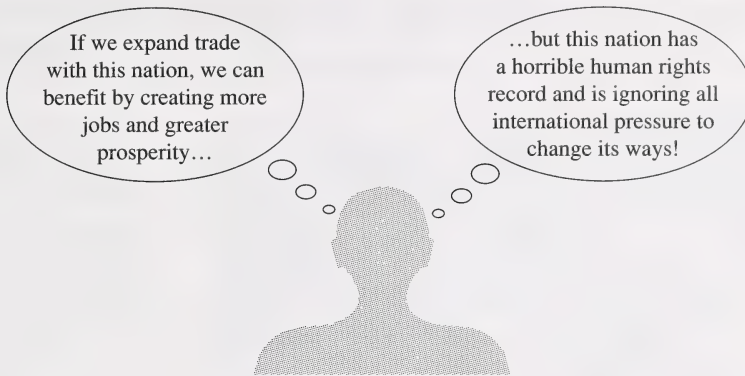


55. Which event is **incorrectly** included in the above list of 1990s' events?

- A. Event I
- B. Event II
- C. Event III
- D. Event IV

Use the source below to answer question 56.

A Member of Team Canada's Trade Delegation



56. In the dilemma indicated above, the nation referred to is
- A. New Zealand
 - B. Switzerland
 - C. Denmark
 - D. China
-
57. To a supporter of internationalism, a Canadian–American trade dispute would be solved best by
- A. an increase in tariffs and trade restrictions
 - B. a conference to negotiate a settlement
 - C. the use of confrontation and war
 - D. the use of economic sanctions
58. When it was formed in the 1950s, the main purpose of the European Economic Community was to
- A. pressure the United States to destroy nuclear weapons
 - B. end human rights abuses in Western Europe
 - C. remove trade barriers in Western Europe
 - D. form an anti-Soviet military alliance

Opposition calls for the government to end Canada's membership in NATO



Canadian troops on NATO manoeuvres

—photo from *Canada's Century*

Ottawa—The minister of defence faced tough questioning in Parliament again today over Canada's future in NATO. The attack was led by the leader of the opposition who called upon the defence minister to make a commitment to Canada's withdrawal from NATO "as soon as possible."

In the House of Commons, the minister defended Canada's participation in NATO by saying that "For over forty years, Canada has been an important part of this alliance. Just because the Cold War is over does not mean that we no longer need allies. The global situation can change very

rapidly, and who knows what crisis we could face in five or ten years? NATO helps reassure Canadians that if we are ever threatened with an attack, the aggressor will be reminded that a war with Canada means a war with a powerful alliance. I wonder if the leader of the opposition has taken the time to consider how much more money we would need to spend on national defence if we stood alone with no allies to help defend us?"

Outside the Commons, the leader of the opposition responded by telling reporters, "The minister's justification for Canadian participation in NATO

is full of holes. Now that some of our former opponents are in NATO, who is going to attack Canada? I cannot imagine that any nation would ever threaten Canada, especially with the United States next door. The minister seems to be living in the 1970s with his talk about enemies. With the Cold War over, it is time for Canada to take a leadership role by ending its membership in an outdated military alliance."

When asked about this, the prime minister indicated that she was not even considering the possibility, adding, "This is not just a military issue. Our alliance partners are also trading partners. What kind of message are we sending to our friends in Europe and the United States if we say we want to end our alliance with them? What would the leader of the opposition think if trade relations were damaged by a changed military arrangement?"

This issue has sparked the interest of many Canadians; a recent poll shows that public opinion is divided. Many MPs are expecting letters from concerned constituents.

59. The main criticism of NATO that is presented in this article is based on a belief that the alliance is
- A. dominated by the more powerful member nations
 - B. unnecessary due to changes in international relations
 - C. designed more for economic cooperation than military security
 - D. assuming a military role that is supposed to be taken by the United Nations
60. A person who supports foreign policies of neutrality and non-alignment would **most strongly agree** with the opinion in the article offered by the
- A. leader of the opposition
 - B. prime minister
 - C. author of the article
 - D. minister of defence

Writing Assignment IV

Suggested time: 15–20 minutes

The newspaper article on page 36 presents several different opinions about Canada's membership in NATO.

Do you think that Canada should remain a member of NATO?

Write a letter to your member of parliament in which you

- **identify and explain** your opinion on this issue
- **give reasons** to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Five and the newspaper article on page 36 may contain information that could help you with your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Letter format** is provided beginning on page 39
- **Sign** your letter KELLY LEE.
- **Use blue or black ink** for your finished work.
- **Correct** any errors that you find in your writing.

For Finished Work

January 24, 1998

Honourable Member of Parliament
Ottawa, ON

Dear Sir or Madam:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Continued

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

You have completed the examination. You may wish to review your multiple-choice answers and revise your written work.

Credits

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